

DISTINCTIVE BY DESIGN



Enacting Social Responsibility: Navigating the Wild Waters of Working Together with Diverse Partners & Communities

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Introduction & Positioning



Mapping the Course

Purpose of Universities?



Critical, Indigenous &
Transformative Pedagogies



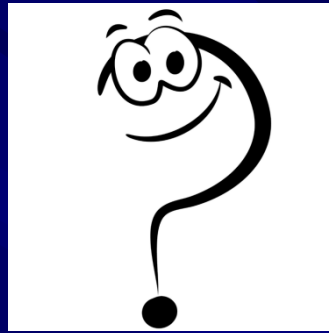
Collaborative, Critical &
Indigenous Research



Enacting Social Responsibility:

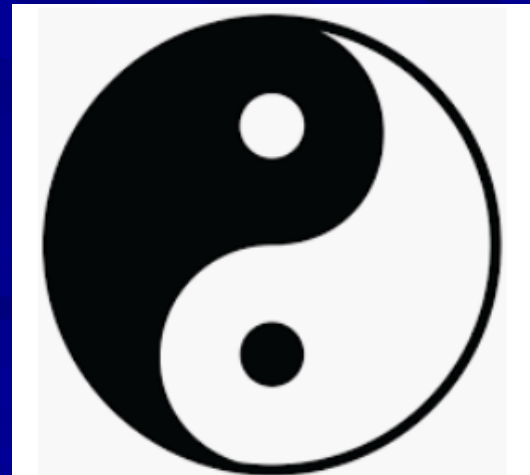
- Energy Efficiency Project
- Taiwan-Australian Indigenous Exchange Initiative

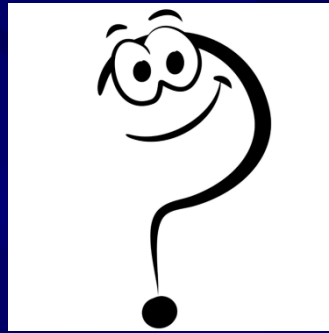




What is the purpose of universities?

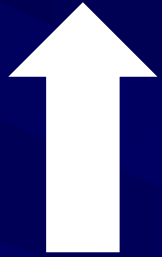
- public commons – belonged to & benefited all common people collectively
- gaining an understanding of how the universe works & what creates health and wellbeing → to pass on these knowledges
- **social mandate → contributing to the health & wellbeing of humans & nature by ensuring harmony/balance**





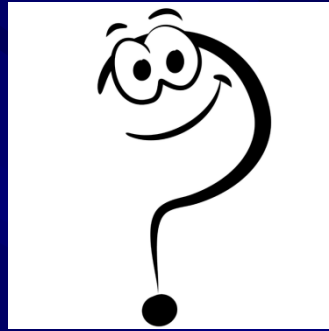
**Are universities fulfilling this
mandate?**

Global Challenges: Suffering & Surviving



- disease & violence
- climate change & environmental destruction
- extreme natural events & disasters





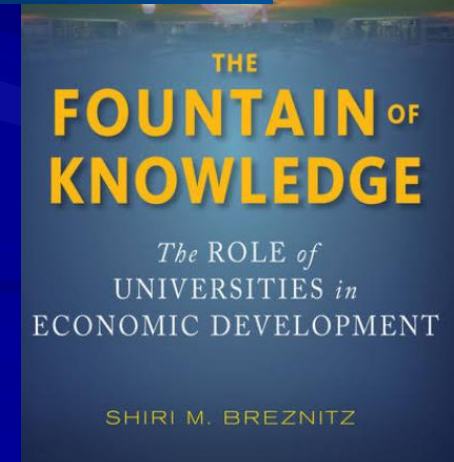
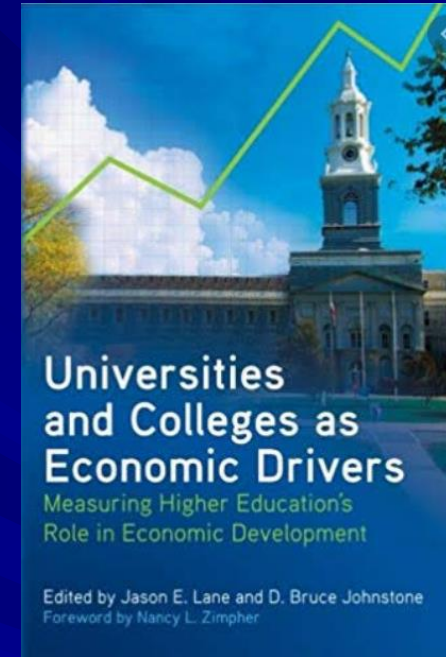
What are the reasons for
universities failing to fulfil their
social mandate?

Contemporary Western Universities: Disempowering to Maintain Rule of the Few

- based on Western totalitarian, mechanistic, positivistic & rational worldview
- 
- creating, perpetuating & spreading this Western worldview & cultural practices → capitalism & competition
 - operating in service of economy



- creating capable workers
- become business itself



Universities contribute \$66.4 billion to Australian economy ...

<https://www.uq.edu.au> › news › article › 2018/08 › universities-contribute-... ▼

Aug 14, 2018 - Eight **Australian** universities, including The University of Queensland, **contribute** about \$66.4 billion per year to the national **economy**, a new report has found. ... The report found that Go8 **research** activity contributed \$24.5 billion to the **economy** each year – the equivalent of \$1000 for every **Australian**.

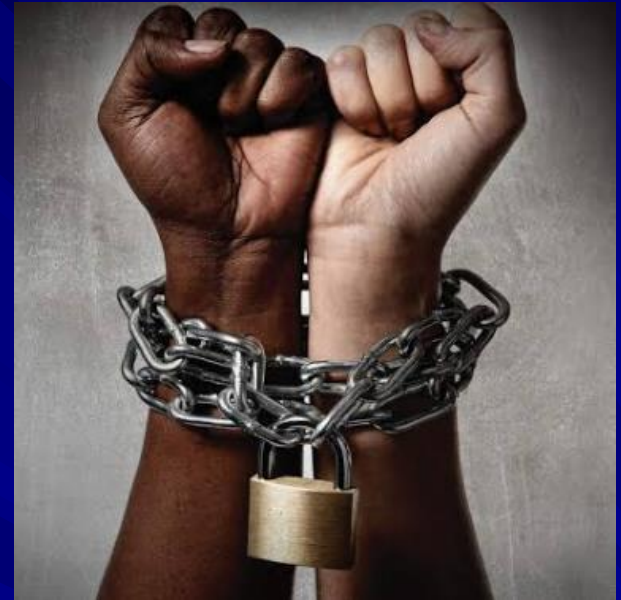
Australia's international education exports grew by 22% in 2017

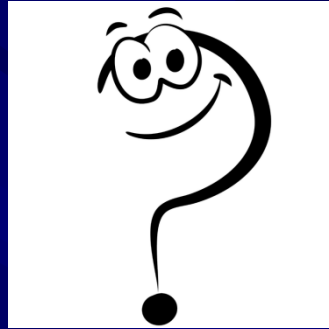
<https://monitor.icef.com> › 2018/04 › australia's-international-education-exp... ▼

Apr 17, 2018 - **Education** is now **Australia's** third-largest export sector and the country's leading ... **Economic contribution** growing faster than enrolments ... enrolled in **Australia** grew by 13% over the year before, reaching a **high** of 624,000.



- weakening & oppressing citizens by treating them as lacking knowledge & needing to be educated rather than acknowledging & drawing out their innate embodied knowledges (Freire, 2017)
- disempowering scholars & students to keep them manageable
- research increasingly addresses the concerns & interests of businesses --> social sciences, arts & humanities oppressed





How can we turn the tide & be socially responsible by fulfilling our social mandate?

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graph LR; A([Critical, Indigenous & Transformative Pedagogies]) --> B([Collaborative, Critical & Indigenous Research]); B --> A;
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**Critical,
Indigenous &
Transformative
Pedagogies**

**Collaborative,
Critical &
Indigenous
Research**

Collaborative,
Critical &
Indigenous
Research

Research in partnership with communities, government, NGO & industry to increase social impact

National Innovation & Science Agenda Report (2015)

Participatory Action Research

(Greenwood & Levin, 2000, 2005, 2006; Levin & Greenwood, 2008, 2011)

Critical Indigenous Methodologies

Indigenist Research

(Denzin, Lincoln & Smith, 2008; Kovach, 2010; Smith, 1999, 2018; Wilson, 2008)

Researchers conducting research in collaboration with diverse consortia to address real world challenges

Critical methodologies



- ✓ emancipatory, empowering values of critical pedagogy
- ✓ scholarship done for explicit political, utopian purposes
- ✓ engages in politics of liberation
- ✓ reflective → searching for open-ended, subversive, multi-voiced, participatory perspectives



Indigenous methodologies

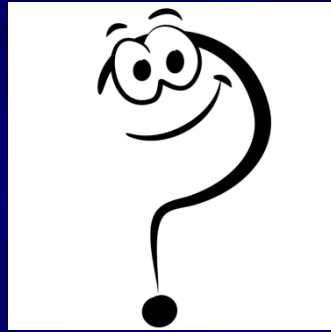


- ✓ research by, with & for Indigenous peoples
- ✓ exposes colonisation practices
- ✓ using methods drawn from Indigenous traditions & knowledges



creates knowledges & practices that:

- ✓ disrupt Western ways of knowing, capitalism & colonisation
- ✓ create social transformation, justice & equity



How could enacting collaborative, critical, Indigenous & transformative pedagogies & research look like?

Enacting Social Responsibility: Working Together





Manymak Energy Efficiency Project

\$ 12 mill over 3 years
6 remote Indigenous Australian communities in
Northern Australia



- trialing energy & water efficiency education & technologies
- identify barriers & solutions to using energy wisely
- develop a best practice engagement model

- fulfilled all KPIs
- received several national awards



Innovative & Worked well

- Consortia → pooling important resources





Employed & educated
81 Yolngu
in Yolngu languages
in energy efficiency

Educated Yolngu community
members
in Yolngu languages
worked as teams
84% of households
participated



Many households got retrofits

- solar hot water systems
- heat pump hot water systems
- ceiling insulation installs



- ✓ improved quality of life
- ✓ reduced energy usage

BUT → many challenges...



Imposing → Ignoring Indigenous Perspectives

- consortia partners had their ideas, interests & expectations → \$
- Indigenous people not involved in project creation
- did not find out about Indigenous views:
 - what knowledges & perspectives they hold
 - how they use power
 - what works & what doesn't
 - their solutions & needs





- reinforced colonisation
- excluded, disrespected & invalidated Indigenous knowledges & cultural practices
- undermined governance & authority of elders
- reinforced feeling controlled & dump, low confidence & learned helplessness
- largely ineffective education



- ✓ genuine working together with communities → co-design
- ✓ building relationships esp elders
- ✓ longer at start but faster implementation
- ✓ working with local teams in local languages → building capacity in communities
- ✓ two-way exchange - dialogue to learning from community
- ✓ using qualitative Indigenist research
- ✓ education → co-creating & building upon existing knowledges & culture
- ✓ ongoing co-evaluation



- reciprocity
- includes & validates
- projects, findings, policies & services more effective



Short-term & rigid milestones

- insufficient time to learn & apply
 - set them up for failure
 - got up hope, income, authority, skills, confidence, pride
 - lifted up & let fall
 - heartbreaking
 - reduces willingness to participate
- project ineffective - changes not sustained
- many unforeseen challenges → conflicts with milestones



- ✓ long-term
- ✓ flexible milestones

Quantitative Research Issues

- consortia partners little understanding of research
- perception that only quantitative data is robust high-quality research evidence
- little knowledge of qualitative & Indigenous research



- teamed up with natural scientists
- quantitative research design
- controlled experimental designs



- Numbers don't capture what is going on & disguise what is really going on
- Western surveys:
 - language & cultural issues
 - imposing Western view & suppressing Indigenous perspectives
- only some received intervention:
 - division & conflicts
 - "something wrong with me"
 - "are others more deserving"
 - "I am still waiting"
- no employment & capacity building



Joint qualitative Indigenist research

- ✓ co-designed research with A/Prof Lawurrpa Maypilama
- ✓ employed & educated local Indigenous co-researchers in their languages in each community
- ✓ enabled Indigenous peoples to tell their stories authentically
- ✓ got picture what is happening & how we can work together to strengthen what is working & address what is not working



Local Indigenous co-researcher teams

- ✓ local knowledges & languages
- ✓ kinship relationships & authority



- ✓ high participation
- ✓ high quality data = true & deep story
- ✓ built capacity & created income for individuals & communities
- ✓ opportunities beyond project



Working together two-way = challenging

- ✓ many misunderstandings & arguments
- ✓ always came back to each other & worked out issues
 - authenticity & integrity
 - responsibility
 - impact on community → making a difference
- ✓ humble
- ✓ giving up power
- ✓ open & willing to learn & change → interest & curiosity
- ✓ deeply listening
- ✓ generous & patient

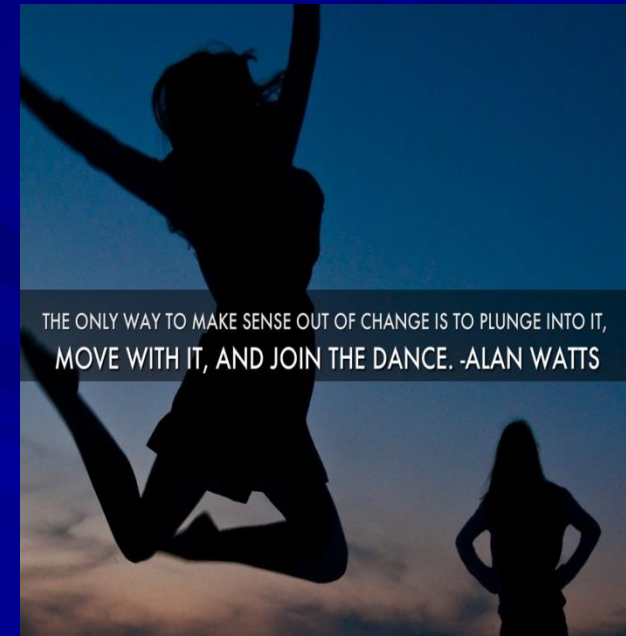


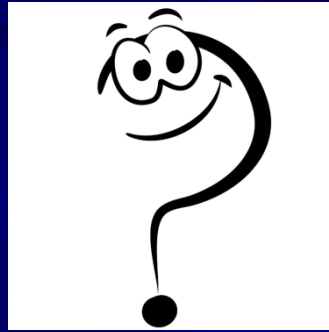
High complexity & change → uncertainty

- diverse worldviews & cultural practices
- community & organizational contexts
- individual personalities
- lots of changes happening & fast
- much unknown & uncertain → emerging



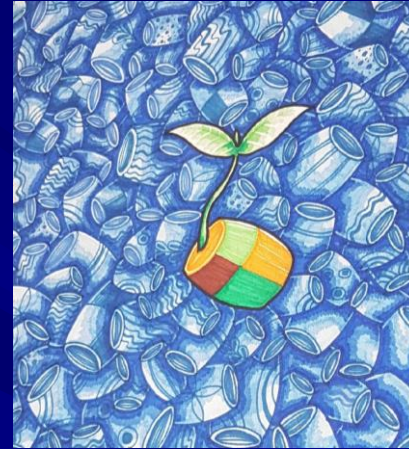
- ✓ anticipating but often fast response required
- ✓ being sensitive – deep listening & own experience
- ✓ sufficiently deep relationships
- ✓ asking experienced colleagues, local co-researchers & cultural advisors
- ✓ co-creating & co-implementing





How could we fulfil our social
responsibility better?

Taiwan-Australian Indigenous Exchange Initiative



Indigenous ecological-cultural exchange & arts
to
validate & revitalise Indigenous knowledges & practices
to
transform & heal, (re)build adaptive capacity & reduce
the risk of disasters



Connecting
Indigenous
peoples

Arts
sharing-
making
&
(re)connecting
with nature

Indigenous &
non-Indigenous
working
together





2017 → Building relationships, creating team & co-creating project

- 2017 - Seed Funding - \$ 10,000
- 2018 - Proof-of-concept - \$ 75,000



2018 June - Exchange in Taiwan



2018 August - Exchange in Australia





2019 April

Researcher Exchange & Community Visits in Taiwan



2019 July - Taiwan-Australian Indigenous Knowledges Exchange Symposium



UNIVERSITY OF
CANBERRA



高雄醫學大學

Kaohsiung Medical University



2019 August - Exchange in Tiwi Island



Trails & Tribulations

- diversity → greatest asset AND challenge
- remote communities & international → distance & lack of lived experiences in respective cultures
- long-term & slow → creating & sustaining commitment
 - emerging → balancing with funding commitments
 - adding & integrating partners throughout → new knowledges & resources but also changes
 - larger teams → workable governance
- ethics does not perceive relationships building & co-creating as project → no ethics clearance



Learnings → Process

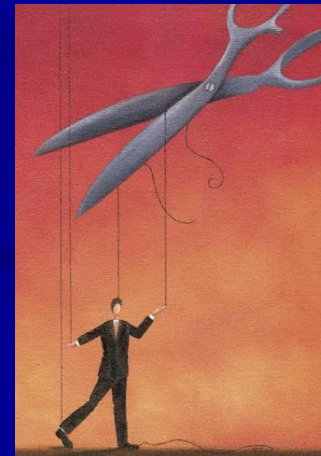
- ✓ diversity & conflict = rich points → learning & innovation
 - ✓ authentic & ongoing communication via ZOOM
 - ✓ respecting & addressing needs of each partner = reciprocity
 - ✓ creating & refining collaboration & IP agreement
- ✓ new members → testing expertise/resources & right personality (uncertainty, team player, holistic perspective)
- ✓ governance system → nature based → e.g., deep democracy/sociocracy



Take Home Messages

Potential pathways
for universities to enhance
social responsibility & contribute again to the betterment
of humanity:

- ✓ utilizing critical, Indigenous & transformative pedagogies
- ✓ employing collaborative, critical & Indigenous research, especially participatory action research



Working Together – Key: Relationships

- ✓ long-term, emergent & adaptive
- ✓ holistic – ecological Indigenous worldview & approach
 - ✓ co-design, co-implementation & co-evaluation
- ✓ governance & agreements based on nature principles
 - ✓ authenticity, humility & deep listening
 - ✓ two-way learning & benefits (reciprocity)
 - ✓ conflicts & mistakes = rich points



健康

Health



謝謝

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